Arizona Department of Education



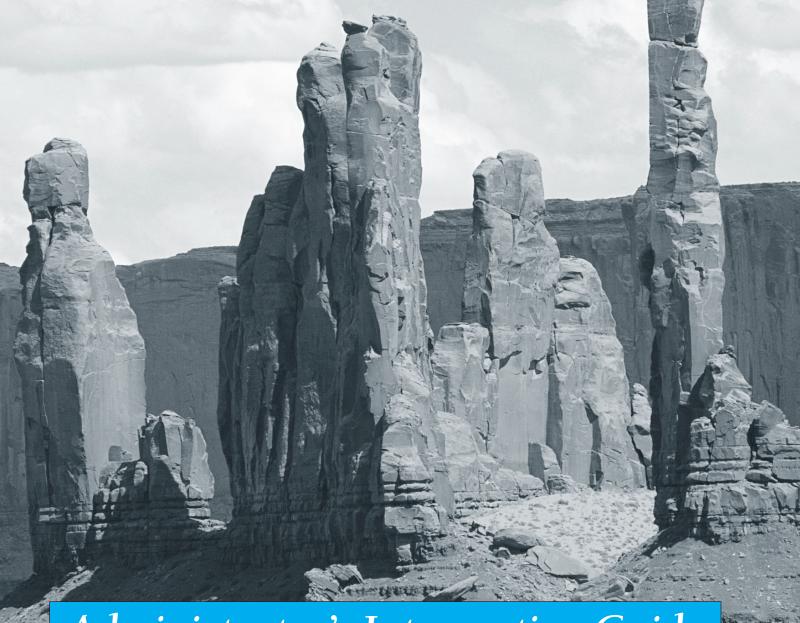
STANFORI

ACHIEVEMENT TEST

Ninth Edition

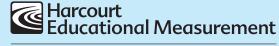
Spring 2002

Grades 2 through 9



Administrator's Interpretive Guide

Arizona Student Achievement Program



A Harcourt Assessment Company

ARIZONA DEPARTMENT OF EDUCATION

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INTRODUCTION

The Stanford Achievement Test Series, Ninth Edition (Stanford 9), published by Harcourt Educational Measurement, was adopted for use by the Arizona State Board of Education. Its primary components are multiple-choice tests in Reading Vocabulary, Reading Comprehension, Mathematics Problem Solving, Mathematics Procedures, and Language.

The report package provides a wealth of information that can be used by school and district staff to meet the needs of students, teachers, parents, school and district administrators, and the general public. However, in order to use the test reports effectively, it is essential that educators understand and use the test scores correctly. This is an important first step in being able to use and interpret any test data.

This Administrator's Interpretive Guide is designed to help school and district personnel understand, explain, and use the results of Stanford 9 by providing a brief overview of the tests, the score reports provided to schools and districts, and the types of scores used to report the results. In this program, test results are reported by subject area at the individual level and aggregated to the classroom, school, district, and state levels.

This guide briefly describes the tests used, discusses the individual student, school, and district reports, describes the scores the reports display, and suggests ways in which the test results may be used. It should be remembered that test scores are only one measure of a student's achievement and should be used together with other information about the student's performance in school. The teacher's knowledge about a student should be considered when interpreting individual test scores.

THE TESTS

The Stanford Achievement Test Series, Ninth Edition, (Stanford 9), for Arizona is a norm-referenced test measuring Reading Vocabulary, Reading Comprehension, Mathematics Problem Solving, Mathematics Procedures, and Language. This multiple-choice test was administered to students in grades 1-9.

Stanford 9 measures the achievement of students in Arizona relative to that of a national normative sample, which was selected to be representative of the nation's students in each grade. Thus, the test provides a method for comparing the achievement of students in Arizona with that of students from across the country.

Harcourt Educational Measurement recommends that the Stanford series be used to assess individual strengths and needs, provide national comparative data to assess individual and group performance, and to provide longitudinal data to study changes in performance over time.

In the comprehensive reporting package, several types of reports are provided for individual and administrative use by Arizona schools and districts. These are:

- Student Report with Content Clusters
- Student Report with Narrative
- Group Report with Content Clusters
- Master List of Test Results with Summary
- List of Averages
- Administrator's Data Summary
- Summary Report
- Analysis of Variables Report
- Learner Competency Report

Descriptions and suggested uses for each of these reports appear in "The Reports" section of this guide. The test scores displayed on each of these reports are described in the following section. The score reports illustrated in this guide show the placement of the various scores.

Score reports for grade 6 are illustrated. The reports for all other grades are similar.

The following scores are used to report the results for Stanford 9:

- Raw Score
- Scaled Score
- Grade Equivalent
- National Percentile Rank and Stanine
- National Normal Curve Equivalent
- Group Percentile Rank and Stanine

Definitions, uses, and limitations of each of these scores are presented in this section. Each score is identified on the reports described in "The Reports" section.

RAW SCORE

Definition. A raw score is the number of questions answered correctly in each subtest.

Uses. Raw scores are used to convert to the various derived scores, which are described later.

Limitations. A raw score by itself has no meaning. Because subtests differ in length, content and difficulty, raw scores across subtests or across test levels cannot be compared directly. A raw score, then, must always be interpreted in relation to the set of questions on which the score was earned. Because of this, raw scores provide limited information about the relative performance of students.

SCALED SCORE

Definition. Scaled scores represent approximately equal units on a continuous scale, using numbers that range from 1 through 999. Scaled scores facilitate conversions to other score types and are suitable for studying change in performance over a period of time. Scaled scores are not equivalent from one subtest to another; for example, a scaled score on the Reading Comprehension subtest should never be compared to a scaled score on the Mathematics Problem Solving subtest.

Uses. Scaled scores have the advantage of representing approximately equal units on a continuous scale. When using scaled scores, a difference of 5 points between two students' scores represents the same amount of difference in performance wherever it occurs on the scale.

Limitations. Scaled scores are not directly comparable across subtests. Like raw scores, scaled scores have no intrinsic meaning and cannot be interpreted without reference to other score information.

NATIONAL PERCENTILE RANK

Definition. National percentile ranks indicate the relative standing of a student in comparison with other students in the same grade in the norm (reference) group (in this case, the nation) who took the test at a comparable time. Percentile ranks range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. The percentile rank corresponding to a given score indicates the percentage of students in the same grade in the norm group obtaining scores equal to or less than that score.

For example, a student earning a percentile rank of 62 achieved a score that was equal to or better than the scores earned by 62% of the students in the national sample.

Uses. Percentile ranks are useful for comparing a student's performance in a particular subtest relative to the performance of other students. Percentile ranks are also useful for comparing a student's performance across subtests in a score profile.

Percentile ranks must always be interpreted with reference to the group from which they were derived.

Percentile ranks from two different test batteries should not be directly compared with each other unless they are derived from the same samples of students or unless the score scales have been previously equated.

Limitations. Percentile ranks do not represent actual amounts of ability. Further, they do not represent equal units along the score scale. For example, the difference between percentile ranks of 5 and 10 does not reflect the same difference in performance as the difference between percentile ranks of 50 and 55. Since percentile ranks do not represent equal units, and since their interpretation is limited to the reference group from which they were derived, they are best used for reporting scores when position in relation to the reference group is of primary interest.

NATIONAL STANINE

Definition. Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National stanines, like national percentile ranks, indicate a student's relative standing in the national norm group.

Uses. Since stanines represent approximately equal units of ability, they are particularly useful for comparing a student's scores across subtests in a stanine profile. Stanines also make it easy to identify broad performance categories. Stanine scores of 1, 2, and 3 are usually considered to reflect below-average performance; stanines 4, 5, and 6 are generally thought of as average; and stanines 7, 8, and 9 are above average. The relationship between percentile ranks and stanines in a normally distributed set of scores is shown on page 10.

Limitations. Stanines are less precise than percentile ranks. However, a difference of a few raw score points does not grossly affect the stanine as it may the percentile rank.

NATIONAL NORMAL CURVE EQUIVALENT

Definition. The Normal Curve Equivalent (NCE) is derived from the percentile rank. The NCE is a type of normalized standard score resulting from the division of the normal curve into 99 equal units. The table in Appendix A shows the relationship between percentile ranks and NCEs.

Uses. This score is generally used for research purposes. The NCE normalizes the score scale in order to enable the researcher to manipulate test data in various ways.

Because of its equal-interval nature, any difference, such as 5 NCEs, has the same meaning, regardless of the part of the scale being referenced. There is a direct, fixed relationship between percentile ranks and NCEs, as shown on page 10.

Limitations. As a converted score, the NCE is meaningful only in reference to the reference group from which it was derived.

GRADE EQUIVALENT

Definition. A grade equivalent is a score that represents the typical performance of students tested in a given month of the school year. The numeral to the left of the decimal point refers to the grade for which the performance is typical, and the numeral to the right of the decimal point represents one-tenth of the school year, or one school month. For example, a grade equivalent of 4.8 would represent the typical performance of the national sample of fourth graders taking the test in the eighth month of instruction.

Uses. Grade equivalents are used most effectively in comparing an individual student's performance with that of a normative sample.

Limitations. Grade equivalents are frequently misinterpreted. For example, if a fourth-grade student obtains a grade equivalent of 5.9 on the fourth-grade Mathematics Problem Solving subtest, it does not mean that the student has mastered fifth-grade mathematics. Rather, the grade equivalent of 5.9 means that the student's score is about the same as what the typical (average) score of fifth graders would have been had they taken the same fourth-grade test in the ninth month of the school year.

Like percentile ranks, grade equivalents represent unequal units. Therefore, a one-year difference in grade equivalent units at one part of the scale is not the same as a one-year difference at another part of the scale. A further limitation of grade equivalents is that they are not comparable across subtests. In addition, their use for measuring growth is limited.

Although normal growth from the Spring of one school year to the Spring of the next is defined as one year (1.0) in grade equivalent units, one year of growth is typical only for students who were tested in the Spring of the year and obtained *average* scores. Below-average students usually "grow" less than 1.0, and above-average students tend to show a difference of greater than 1.0 from year to year.

GROUP PERCENTILE RANK

Definition. Group percentile ranks indicate the relative standing of a group in comparison with other groups of comparable size.

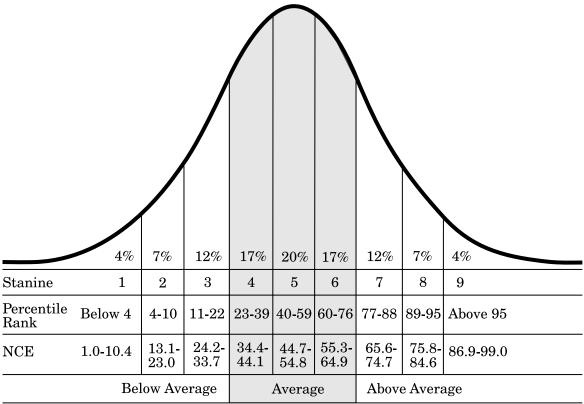
Group percentile ranks also range from a low of 1 to a high of 99, with 50 denoting average performance for the grade. Thus, the group percentile rank corresponding to a given score indicates the percentage of groups obtaining scores equal to or less than that score.

GROUP STANINE

Definition. Group stanines, like group percentile ranks, indicate a group's relative standing in comparison to groups of comparable size in the norm group.

Limitations. Group percentile ranks and stanines tend to exaggerate the representation of performance for above-average and below-average groups. Typically, a group containing students scoring at the 75th percentile and above will have a group percentile rank approaching the 99th percentile; a group containing students scoring at the 25th percentile and below will have a group percentile approaching the 1st percentile.

Normal Distribution



A Normal Distribution of Stanines, Percentile Ranks, Normal Curve Equivalents, and Performance Classifications

FREQUENCY, CUMULATIVE FREQUENCY, AND CUMULATIVE PERCENT

(Displayed only on the Frequency Distribution report)

Frequency is the number of students in the group who obtained the reported score (such as a percentile rank or NCE) at the indicated level.

Cumulative frequency is the number of students in the group being reported who scored at or below the indicated level.

Cumulative percent is the percent of students in the group being reported who scored at or below the indicated level.

STUDENT REPORT WITH CONTENT CLUSTERS

The *Student Report* is divided into three sections: student identification, results for the subtests and totals, and results for the content clusters.

There is student identification information at the top of the report, including the student's name, age, and grade level; the school name and code, district name and code, and test date.

The first section displays the student's Raw Score, Scaled Score, National Percentile Rank and Stanine, National Normal Curve Equivalent, and Grade Equivalent for each of the subtests and totals, including the Partial Battery for students who took all of the subtests. Also displayed is a national percentile band graph, which serves as a visual representation of the student's strengths and weaknesses relative to the national norm group. Each band represents the student's percentile rank, plus and minus one standard error of measurement—this range represents where the student would most likely score if tested again.

Notes:

- Any student who does not take all five subtests will not receive Partial Battery scores.
- The Student Report with Content Clusters is an 8 ½" by 11" report that will be produced for every student.
- The following scores will be reported: Raw Score, Scaled Score, National Percentile Rank and Stanine, National NCE, and Grade Equivalent.
- Score profiles in Percentile Bands spanning ±1 standard error of measurement describe the score range of the student's performance for each subtest and total.
- The Content Clusters are reported as Below Average, Average, and Above Average, enabling the teacher to identify the relative strengths and needs within a subtest content area. Raw Score (RS), Number of Possible Items (NP), and Number of Items Attempted (NA) for each skill cluster are also reported for each student.
- Explanations of what the subtests measure and an interpretation of the scores will appear on the back of the report.
- The sample report contains simulated data.



ACILIEVEMENT TEST SERIES, NINTH EDITION SELECT

TEACHER: CADENA

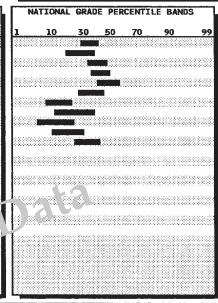
SCHOOL: NEWTOWN ELEM - 880980001 DISTRICT: NEWTOWN USD - 880980 TEST TYPE: MULTIPLE CHOICE

GRADE: 06 TEST DATE: 03/02

STUDENT REPORT FOR JUDY K BAKER

Age: 12 Yrs 03 Mos

SUBTESTS AND TOTALS	No. of Items	Raw Score	Scaled Score	National PR-S	National NCE	Grade Equiv	
Fotal Reading	84	44	644	31-4	39.6	5.2	
Vocabulary	30	14	637	24-4	35.1	4.7	
Reading Comp. Total Mathematics	54 78	30 40	648 647	37-4 40-5	43.0 44.7	5.5 5.9	
Problem Solving	48	25	647	46-5	48.9	6.4	
Procedures	30	15	647	32-4	40.2	5.6	
Language	54	22	592	11-3	24.2	4.2	
Prewriting	15 15	8	603	19-3	31.5	4.8	10000000000000000000000000000000000000
Composing Editing	24	9	578 594	9-2 15-3	21.8 28.2	3,1 4.2	
Partial Battery	216	106	NA	29-4	38.3	5.5	
						-3 43 584	
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CONTENT CLUSTERS				Below		Above
	RS/ 1	NP/ N	ŀΑ	Average	Average	Average
Reading Vocabulary		30/			7	
Synonyms		16/			✓.	
Context	4/				V	
Multiple Meanings	2/	7/	7	1		
Reading Comprehension		54/			1	
Recreational		18/			√ . '	1
Textual		18/			>>>>>>	
Functional		18/			! √	
Initial Understanding		12/			√.	l
Interpretation		24/		[١٧	
Critical Analysis	5/		9	١.	V	
Process Strategies	2/	9/	9	′		ŀ
Mathematics: Problem Solving		48/			1	
Measurement	3/	6/			√.	
Estimation	2/				7777	1
Problem-Solving Strategies		5/			[₹	
Number & No. Relationships		6/			✓	1
Number Systems & No. Theory		5/			١.	
Patterns & Functions	3/	3/ 3/	3		HV.	l
Algebra					✓.	
Statistics		6/			✓	Ι.
Probability		3/		1	١.	✓
Geometry	5/	7/	7		1	
Mathematics: Procedures		30/			777	
Computation/Symbolic Notation					[·	
Computation in Context		16/			14	ļ
Rounding	2/	4/	4		1	
Language		54/		1		
Prewriting		15/		!		1
Composing		15/				1
Editing		24/		1 4	l .	1
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STANFORD LEVEL/FORM: Intermediate 3/TA

1995 NORMS: Spring

National

Process No. 19702107-1211334-9796-00266-1

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STUDENT REPORT WITH NARRATIVE

(Pupil Home Report)

- The Student Report with Narrative is an 8 1/2" by 11" report that provides the Raw Score, Scaled Score, National Percentile Rank and Stanine, and Grade Equivalent for all subtests and totals. This report will be produced for every student.
- Score profiles in Percentile Bands spanning ±1 standard error of measurement describe the score range of the student's performance for each subtest and total.

- A narrative interpretation of the student's performance is printed at the bottom of the report.
- Explanations of what the subtests measure and an interpretation of the scores will be printed in English, Spanish, and Navajo in a separate printed piece that will be distributed with the reports.

A sample is included in Appendix B on page 35.



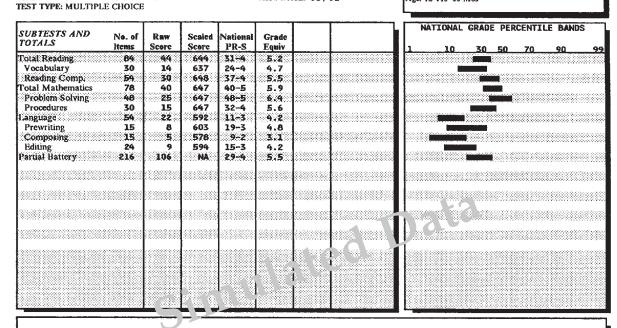
ACHIEVEMENT TEST SERIES, NINTH EDITION SELECT

TEACHER: CADENA

SCHOOL: DISTRICT: NEWTOWN ELEM - 880980001 NEWTOWN USD - 880980 GRADE: 06 TEST DATE: 03/02

PUPIL HOME REPORT JUDY K BAKER

Age: 12 Yrs 03 Mos



Recently this student took the Stanford Achievement Test. This brief description of the scores presented above tells how the student did on the test, compared to the 1995 performance of students in the same grade from across the country. The Battery score is an overall indication of how well the student performed on the test. The score for this student is in the low middle range for the grade, which means that performance on all subtests combined was somewhat below average,

In reading, the score is somewhat below average for the grade. Continued opportunities to read a variety of materials should be helpful.

In mathematics, the score is within the average range for the grade. Continued experiences in working with mathematics procedures and problem solving could be helpful to future learning in mathematics.

Performance on the Language test was below the average range for the grade. Examination of the Prewriting, Composing, and Editing scores for this test can be helpful in guiding the student in the writing process.

It is important to keep in mind that test scores give only one picture of how a student is doing in school and that many things can affect a student's test scores. Therefore, it is important to consider other kinds of information as well. The school has more detailed information about how the student is doing.

STANFORD LEVEL/FORM: Intermediate 3/TA

1995 NORMS: Spring National Process No. 19702107-1211334-9796-00295-1

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GROUP REPORT WITH CONTENT CLUSTERS

- The *Group Report with Content Clusters* is an 8 ^{1/}₂" by 11" report that uses the same format as the Student Report and will provide summary data for each class, school, and the district.
- At the class and school levels, the upper left of the report shows for each subtest and total the number of students tested, and the following scores:
 - ♦ Mean Raw Score
 - National Individual Percentile Rank and Stanine corresponding to the Mean National NCE
 - ♦ Mean National NCE
 - ♦ Median Grade Equivalent
- A histogram profiles the National Individual Percentile Ranks earned for each subtest and total.

- The bottom section is a summary of how the group performed on Content Clusters and is reported as percentages of students in the Below-Average, Average, and Above-Average categories.
- Explanations of what the subtests measure and an interpretation of the scores will appear on the back of the report.
- The sample report contains simulated data.
- If the name of a teacher is printed in the upper right-hand corner, it is a Class Level Group Report. If the name of a school is printed in the upper right-hand corner, it is a School Level Group Report.

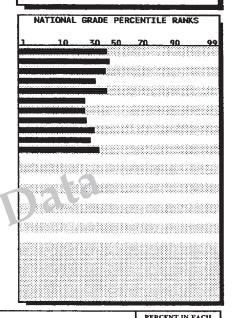


ACHIEVEMENT TEST SERIES, NINTH EDITION SELECT

SCHOOL: NEWTOWN ELEM - 880980001 DISTRICT: NEWTOWN USD - 880980 TEST TYPE: MULTIPLE CHOICE GRADE: 06 TEST DATE: 03/02

GROUP REPORT FOR CADENA

SUBTESTS AND TOTALS	Number Tested	Mean Raw Score	National Indiv PR-S	Mean National NCE	Median GE	
Total Reading	28	47.5	41-5	45,1	5.3	
Vocabulary Reading Comp.	28 28	17.6 29.9	44-5 40-5	46.7 44.7	5.5 5.6	488
Total Mathematics	29	35.9	31-4	39.6	5.1	1000
Problem Solving		23.2	41-5	45.0	5.4	
Procedures	29	12.7	23~4	34.4	5.2	ana.
Language	29	27.2	23-4	34.5	9.6	
Prewriting Composing	29 28 ¹	8.3 7.8	24-4 30-4	35.5 39.3	4.8	
Editing Partial Battery	29 28	11.3 111.3	27-4 34-4	37.2 41.3	5.5	
		10000000				



CONTENT CLUSTERS Reading Vocabulary	Number of litems	Below		1
Reading Vocabulary		Average		Above
	30	29	57	14
Synonyms	16	39	43	18
Context	7	29	54	18
Multiple Meanings	7	32	46	21
Reading Comprehension	54	29	54	18
Recreational	18	29	54	18
Textual	18	25	54	21
Functional	18	36	57	7
Initial Understanding	12	32	54	14
Interpretation	24	25	57	18
Critical Analysis	9	21	57	21
Process Strategies	9	61	29	11
Mathematics: Problem Solving	48	24	62	14
Measurement	6	45	45	10
Estimation	4	17	72	10
Problem-Solving Strategies	5	21	55	24
Number & No. Relationships	6	45	38	17
Number Systems & No. Theory	5 3	34	41	24
Patterns & Functions	3	28	72	lo
Algebra	3	41	48	10
Statistics	6	45	31	24
Probability	3	34	31	34
Geometry	7	17	69	14
Mathematics: Procedures	30	48	45	7
Computation/Symbolic Notation	10	55	41	3
Computation in Context	16	48	38	14
Rounding	4	45	45	10
Language	54	55	31	14
Prewriting	15	52	41	7
Composing	15	59	24	17
Editing	24	52	41	7
Mechanics/Usage	15	55	41	3
Spelling	9	52	31	17

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 Below Average	Average	Above Average
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STANFORD LEVEL/FORM: Intermediate 3/TA

1995 NORMS: Spring

National

Process No. 19702107-1211334-9796-00263-1

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ACHIEVEMENT TEST SERIES, NINTH EDITION SELECT

DISTRICT: NEWTOWN USD - 880980 TEST TYPE: MULTIPLE CHOICE GRADE: 06 TEST DATE: 03/02

GROUP REPORT FOR NEWTOWN ELEM

School Code: 880980001

Tested Scere PR-S NCE GE Total Reading 76 49.6 45-5 47.3 5.7 Vocabulary 76 18.4 48-5 49.2 5.9 Reading Comp. 81 30.4 61-5 45.3 5.5 Total Mathematics 82 38.3 36-4 42.7 5.5 Problem Solving 82 24.4 45-5 47.4 5.7 Procedures 82 13.9 28-4 37.8 5.3 Language 82 28.1 26-6 36.2 4.7 Prewriting 82 8.7 29-4 38.2 4.8 Composing 81 7.6 27-4 38.2 4.8 Editing 82 11.9 31-4 39.7 4.8 Partial Hattery 76 117.2 39-4 44.0 5.4	
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		PERCE	ENT IN	EACIL	
CONTENT CLUSTERS	Number of	Below	1	Above	
	Items	Average	Average	Aversec	
Reading Vocabulary	30	20	63	17	
Synonyms	16	32	49	20	
Context	7	25	62	13	
Multiple Meanings	7	29	45	26	
Reading Comprehension	54	25	60	15	
Recreational	18	26	57	17	
Textual	18	23	58	19	
Functional	18	28	62	10	
Initial Understanding	12	28	56	16	
Interpretation	24	26	57	17	
Critical Analysis	9	23	53	23	
Process Strategies	9	44	40	16	
Mathematics: Problem Solving	48	22	60	18	
Measurement	6	43	39	18	
Estimation	4	22	67	11	
Problem-Solving Strategies	5	28	51	21	
Number & No. Relationships	6	35	46	18	
Number Systems & No. Theory	5	23	52	24	
Patterns & Functions	3	24	76	0	
Algebra	3	32	63	5	
Statistics	6	45	34	21	
Probability	3	32	32	37	
Geometry	7	17	56	27	
Mathematics: Procedures	30	41	54	5	
Computation/Symbolic Notation	10	51	41	7	
Computation in Context	16	38	49	13	
Rounding	4	28	52	20	
Language	54	54	34	12	
Prewriting	15	51	40	9	
Composing	15	55	38	7	
Editing	24	41	51	7	
Mechanics/Usage	15	45	45	10	
Spelling	9	48	37	16	
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STANFORD LEVEL/FORM: Intermediate 3/TA

1995 NORMS: Spring National

Copy 01

Process No. 19702107-1211334-9796-00044-1

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MASTER LIST OF TEST RESULTS WITH SUMMARY

- The Master List of Test Results with Summary is an 8 ^{1/2}" by 11" multipage roster accompanied by a single page summary that provides norm referenced scores by grade for every class. Students are listed in alphabetical order on the roster.
- Each student entry on the roster will include the student's name, date, student ID number (if present), and any other information that may be gridded on the answer document.

- The following scores will be reported: Raw Score, Scaled Score, National Percentile Rank and Stanine, National NCE and Grade Equivalent.
- The Master List of Test Results may be used to compare student and total class performance with that of the norm group. Explanations of what the subtests measure and an interpretation of the scores will appear on the back of the report.

Page 1



ACHIEVEMENT TEST SERIES, NINTH EDITION SELECT

MASTER LIST OF TEST RESULTS FOR **CADENA**

SCHOOL: NEWTOWN ELEM - 880980001 DISTRICT: NEWTOWN USD - 880980 TEST TYPE: MULTIPLE CHOICE

GRADE: 06 TEST DATE: 03/02

Student Listing is Alphabetical

Total Reading Reading Reading Pro- Lan- Pro- Lan- Pro- Lan- Pro- Lan- Pro- Lan- Pro- Pro- Lan- Pro- Student Listing is Alphabe	tical																			rage	
Number Possible 84 30 54 78 48 30 54 15 15 24 216		READING			READING MATHEMATICS LANGUAGE							SCIENCE,					BATTERY TOTALS	BATTERY			
AGUILAR, ELISA 12 Yrs 07 Mos Student Number: 301.53 Raw Score 23 11 12 16 9 7 10 5 01 5 Scaled Score 601 620 590 591 585 601 548 568 NA1 561 NA National PR-S 5-2 12-3 4-2 4-2 4-2 4-2 7-2 1-1 5-2 NA1 4-2 National PR-S 5-2 12-3 4-2 4-2 4-2 4-2 4-2 4-2 National NCE 15.4 25.3 13.1 13.1 13.1 15.1 15.1 Grade Equivalent 3.4 4.2 2.9 3.5 2.9 4.2 2.2 2.9 NA1 3.1 ANZUALDA, GLENDA K 12 Yrs 08 Mos Student Number: 20014 Raw Score 40 16 24 27 21 6 16 2 4 10 Scaled Score 637 649 630 619 633 593 572 522 566 601 NA National PR-S 25-4 35-4 24-4 16-3 34-4 5-2 3-1 1-1 6-2 20-3 National PR-S 25-8 40.7 35-1 29.1 41.3 15.4 10.4 1.0 17.3 32.3 Grade Equivalent 4.8 5.3 4.4 4.6 5.3 4.0 3.1 1.6 2.5 4.4 BAKER, JUDY K 12 Yrs 03 Mos Raw Score 44 14 30 40 25 15 22 8 5 9 Scaled Score 644 637 648 647 647 647 592 603 578 594 National PR-S 31-4 24-4 37-4 40-5 48-5 32-4 11-3 19-3 9-2 15-3 National PR-S 31-4 24-4 37-4 40-5 48-5 32-4 11-3 19-3 9-2 15-3 National PR-S 31-4 24-4 37-4 40-5 48-5 32-4 11-3 19-3 9-2 15-3 National PR-S 31-4 24-4 37-4 40-5 48-5 32-4 11-3 19-3 9-2 15-3 National PR-S 31-4 24-4 37-4 40-5 48-5 32-4 11-3 19-3 9-2 15-3 National PR-S 31-4 24-4 37-4 40-5 48-5 32-4 11-3 19-3 9-2 15-3 National PR-S 31-4 24-4 37-4 40-5 48-5 32-4 11-3 19-3 9-2 15-3 National PR-S 31-4 24-4 37-4 40-5 48-5 32-4 11-3 19-3 9-2 15-3 National PR-S 31-4 24-4 37-4 40-5 48-5 32-4 11-3 19-3 9-2 15-3 National PR-S 31-4 24-4 37-4 40-5 48-5 32-4 11-3 19-3 9-2 15-3 National PR-S 31-4 31-4 31-4 31-4 31-4 31-4 31-4 31-4 31-4 31-4 31-4 31-4 31-4												Editing									
Raw Score 23	Number Possible	84		30	54	78	48	30	54	15	15	24								216	
Sealed Score 601 620 590 591 585 601 548 568 MA1 561 548 568 MA1 561 548 568 MA1 561 548 568 MA1 542 5	GUILAR, ELISA		<u>, , , , , , , , , , , , , , , , , , , </u>		:	2 Yrs	07 M	os S1	tudent	Numbe	r: 301	53	•		•						···
Raw Score 637 649 630 619 633 593 572 522 566 601 NA NAIonal PR-S 25-4 33-4 24-4 16-3 34-4 5-2 3-1 1-1 6-2 20-5 National NCE 35.8 40.7 35.1 29.1 41.3 15.4 10.4 1.0 17.3 32.3 28.6 Grade Equivalent 4.8 5.3 4.4 4.6 5.3 4.0 3.1 1.6 2.5 4.4 12 Yrs 03 Mos Raw Score 644 637 648 647 647 647 592 603 578 594 National PR-S 31-4 24-4 37-4 40-5 48-5 32-4 11-3 19-3 9-2 15-3 National PR-S National PR-S 35.6 35.1 43.0 44.7 48.9 40.2 24.2 31.5 21.8 28.2	scaled Score National PR-S National NCE	601 5-2 15.4		620 12-3 25.3	590 4-2 13.1	591 4-2 13.1	585 4-2 13.1	601 7-2 18.9	548 1-1 1.0	568 5-2 15.4	NA ¹ NA ¹ NA ¹	561 4-2 13.1								NA 4-2	
Saked Score 637 649 630 619 633 593 572 522 566 601 NA 15-3 National PR-S 25-4 33-4 24-4 16-3 34-4 5-2 3-1 1-1 6-2 20-3 National NCB 35.8 40.7 35.1 29.1 41.3 15.4 10.4 1.0 17.3 32.3 Grade Equivalent 4.8 5.3 4.4 4.6 5.3 4.0 3.1 1.6 2.5 4.4 SAKER, JUDY K 12 Yrs 03 Mos Raw Score 644 637 648 647 647 647 592 603 578 594 National PR-S 31-4 24-4 37-4 40-5 48-5 32-4 11-3 19-3 9-2 15-3 National PR-S 31-6 25-1 43.0 44.7 48.9 40.2 24.2 31.5 21.8 28.2 National NCB 39.6 35.1 43.0 44.7 48.9 40.2 24.2 31.5 21.8 28.2	ANZUALDA, GLENDA	K			1	l2 Yrs	08 Mc	os Si	tudent	Numbe	r: 200	014									
Raw Score	Scaled Score National PR-S National NCE	637 25-4 35.8		649 33-4 40.7	630 24-4 35.1	619 16-3 29.1	633 34-4 41.3	593 5-2 15.4	572 3-1 10.4	522 1-1 1.0	566 6-2 17.3	601 20-3 32.3								NA 15-3 28.6	
Scaled Score 644 637 648 647 647 592 603 578 594 NA 29-4 Stational PR-S 31-4 24-4 37-4 40-5 48-5 32-4 11-3 19-3 9-2 15-3 29-4 National NCB 39.6 35.1 43.0 44.7 48.9 40.2 24.2 31.5 21.8 28.2 38.3	BAKER, JUDY K				1	l2 Yrs	03 Mc	os													
	Scaled Score National PR-S National NCE	644 31-4 39.6		637 24-4 35.1	648 37-4 43.0	647 40-5 44.7	647 48-5 48.9	647 32-4 40.2	592 11-3 24.2	603 19-3 31.5	578 9-2 21.8	594 15-3 28.2								NA 29-4 38.3	

Simulated Data

STANFORD LEVEL/FORM: Intermediate 3/TA 1995 NORMS: Spring National

Copy 01



SCHOOL: NEWTOWN ELEM - 880980001 DISTRICT: NEWTOWN USD - 880980 TEST TYPE: MULTIPLE CHOICE ACHIEVEMENT TEST SERIES, NINTH EDITION SELECT

GRADE: 06 TEST DATE: 03/02

Master List Summary FOR CADENA

Page 1

TOTAL NUMBER TESTED = 29		READING	l	MA	THEMAT	ics 		LANG	uage 			0.0000000000000000000000000000000000000	/IRONM SCIENC IAL SCI	E,			BATTER TOTAL:
	Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	Pro- cedures	Lan- guage	Pre- writing	Com- posing	Editing							rtial Itery
Number Possible	84	30	54	78	48	30	54	15	15	24						2	16
umber Tested	28	28	28	29	29	29	29	29	281	29							28
lean Raw Score lean Scaled Score	47.5 653.8	17.6 661.3	29.9 649.8	35.9 638.7	23.2 641.2	12.7 634.4	27.2 609.1	8.3 608.8	7.8 613.8	11.3 608.7						11	L.3 Na
ational PR-S ean National NCE	41-5 45.1	44-5 46.7	40-5 44.7	31-4 39.6	41-5 45.0	23-4 34.4	23-4 34.5	24-4 35.5	30-4 39.3	27-4 37.2							i-4 L.3
t/Above 50th N/PR Vumber Percent	9 32	10 36	9 32	7 24	10 34	6 21	7 24	7 24	9 32	8 28							7 25
edian Grade Equiv.	5.3	5.5	5.6	5.1	5.4	5.2	4.6	4.8	4.0	4.4							5.5
				S	in	nı	11	at	ec		D	at	a				

STANFORD LEVEL/FORM: Intermediate 3/TA 1995 NORMS: Spring National

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LIST OF AVERAGES

The *List of Averages* displays various summary data at the state, county, district, and school levels. The unit is identified in the box at the upper-right of the page, while the grade, and test date are displayed across the top of the page. The List of Averages will be based on data from all students tested.

For the state, county, district, and for each school, the following data are displayed:

- Number of students taking each of the subtests as well as those with a Partial Battery; and
- Mean raw score, mean scaled score, mean national NCE, national percentile rank and stanine (corresponding to the national NCE), median grade equivalent and group percentile rank and stanine (corresponding to the mean scaled score) for each subtest and Partial Battery. (The group percentile rank and stanine are reported only at the district level.

A sample List of Averages is displayed on page 23.

- The List of Averages is an 8 ^{1/2}" by 11" multi-page report that will be provided for every school, district, county, and the state.
- The school report provides detailed summary information by grade for each school as well as for each class within the school. Teachers are listed in alphabetical order.
- The district report provides detailed summary information by grade for each district as well as for each school within the district. Schools are listed in alphabetical order.
- The county report provides detailed summary information by grade for each of the fifteen counties in the state as well as for each district within a county. Districts are listed in alphabetical order.
- The state report provides detailed summary information by grade for the State as well as for each county in the state. Counties are listed in alphabetical order.
- Explanations of what the subtests measure and an interpretation of the scores will appear on the back of the report.



DISTRICT: NEWTOWN USD - 880980

ACHIEVEMENT TEST SERIES, NINTH EDITION SELECT

GRADE: 06 TEST DATE: 03/02

LIST OF AVERAGES FOR NEWTOWN ELEM

School Code: 880980001

Dibitation (ID)					,								
TEST TYPE: MULTIPLE CHOICE													Page IA
Listing is Alphabetical by Teacher Name		READING	1	M	THEMAT	rics		LANG	JUAGE		1000	ENVIRON SCIEN SOCIAL S	NCE.
	Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	Pro- cedures	Lan- guage	Pre- writing	Com- posing	Editing			
Number Possible	84	30	54	78	48	30	54	15	15	24			
SCHOOL SUMMARY Number Tested	76	76	81	82	82	82	82	82	811	82			
Mean Raw Score Mean Scaled Score PR-S of Mean National NCE Mean National NCE Mean National NCE Median Grade Equivalent Group Grade PR-S	49.6 657.8 45-5 47.3 5.7 42-5	18.4 666.2 48-5 49.2 5.9 50-5	30.4 651.1 41-5 45.3 5.5	38.3 644.2 36-4 42.7 5.5	24.4 645.7 45-5 47.4 5.7	13.9 641.8 28-4 37.8 5.3	28.1 612.3 26-4 36.2 4.7	8.7 614.9 29-4 38.2 4.8	7.6 608.9 27-4 37.4 4.2	11.9 614.5 31-4 39.7 4.8			
CADENA Number Tested	28	28			SI	ANF	ORL	5	ACHIE	VEMENT TES SELE	T SERIES, NIN	TH EDITIO	P.N
Mean Raw Score Mean Scaled Score PR-S of Mean National NCE Mean National NCE Median Grade Equivalent Group Grade PR-S	47.5 653.8 41-5 45.1 5.3 34-4	17.6 661.3 44-5 46.7 5.5 38-4	_			OWN USD					GRAD TEST	DE: 06 DATE: 03	/02
LOPEZ Number Tested	30	30		sting is acher Na		tical by						TERY TALS	
Mean Raw Score Mean Scaled Score PR-S of Mean National NCE	56.6 673.2 61-6	20.5 680.4 61-6	-								Partial Battery		
Mean National NCE Median Grade Equivalent	55.9 7.5	56.2 7.0	_			Numb	er Possi	ble			216		
Group Grade PR-S	72-6	73-6		HOOL	UMMAF	RY			ł		76		

STANFORD LEVEL/FORM: Intermediate 3/TA 1995 NORMS: Spring National

Scores based on normative

		BATTERY TOTALS				
		Partial Battery	11000			
		216				
		76				
		117.2 NA 39-4 44.0 5.4 26-4				
		28				
		111.3 NA 34-4 41.3 5.5 20-3				
		30				
		137.0 NA 55-5 52.8 7.1 58-5				
9	in	ulat	ed Data			
		Sin	70TALS Partial Battery 216 76 117.2 NA 39-4 44.0 5.4 26-4 28 111.3 NA 34-4 41.3 5.5 20-3 30 137.0 NA 55-5 52.8 7.1 58-5	TOTALS Partial Battery 216 76 117.2 NA 39-4 44.0 5.4 26-4 28 111.3 NA 34-4 41.3 5.5 5.5 20-3 30 137.0 NA 55-5 52.8 7.1	TOTALS Partial Battery 216 76 117.2 NA 39-4 44.0 5.4 26-4 28 111.3 NA 34-4 41.3 5.5 20-3 30 137.0 NA 55-5 52.8 7.1 58-5	TOTALS Partial Battery 216 76 117.2 NA 39-4 44.0 5.4 26-4 28 111.3 NA 34-4 41.3 5.5 520-3 30 137.0 NA 55-5 52.8 7.1 58-5

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1995 NORMS: Spring National

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LIST OF AVERAGES FOR

Page 1B

NEWTOWN ELEM

ADMINISTRATOR'S DATA SUMMARY

This multi-page report provides summary statistics for each test and total for the group and is available at the school or district level.

Score Types: For each subtest and total, the following Stanford 9 statistics are reported:

- Means, standard deviations, and percentile points (10, 25, 50, 75, 90) of Raw Scores and Scaled Scores
- Means, standard deviations, and percentile points of National Normal Curve Equivalents

- Percentile Ranks and Stanines of Mean National NCEs
- Number and percent of students in each National Percentile Rank quarter
- Number and percent of students in each National Stanine category: Above Average (7, 8, 9), Average (4, 5, 6), and Below Average (1, 2, 3)
- Number and percent of students who scored at or above the 50th National Percentile Rank.



TEST TYPE: MULTIPLE CHOICE

ACHIEVEMENT TEST SERIES, NINTH EDITION SELECT

GRADE: 06 TEST DATE: 03/02

ADMINISTRATOR'S DATA SUMMARY FOR NEWTOWN

District Code: 880980

Page 1

TOTAL NUMBER TESTED = 82	,	READING	l	MA ^s	THEMAT	rics I		LANGI	UAGE	I		S	RONME CIENCE AL SCIE			BATTERY TOTALS
	Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	Pro- cedures	Lan- guage	Pre- writing	Com- posing	Editing						Partial Battery
Number Possible	84	30	54	78	48	30	54	15	15	24	Ì					216
Number Tested	76	76	81	82	82	82	82	82	811	82						76
Raw Score Statistics Mean Standard Deviation Percentiles P90 - 90th Q3 - 75th Median - 50th Q1 - 25th P10 - 10th Scaled Score Statistics Mean Standard Deviation Percentiles P90 - 90th Q3 - 75th Median - 50th Q1 - 25th P10 - 10th	49.6 14.1 69.9 60.8 47.5 40.0 32.8 657.8 32.4 702.7 678.2 650.5 636.5 622.1	18.4 5.0 26.8 22.2 18.1 14.3 12.2 666.2 35.3 722.9 683.2 657.8 636.5 624.4	30.4 10.3 44.5 38.4 30.3 23.6 15.2 651.1 35.5 696.8 673.1 648.0 627.7 601.3	637.5 619.2	24.4 9.2 38.3 31.3 23.5 18.1 12.1 645.7 35.6 696.6 667.8 640.5 622.0 598.5	13.9 6.0 22.7 18.1 13.9 6.2 641.8 37.1 688.9 661.6 639.3 610.8 591.0	28.1 9.6 42.1 35.0 26.5 21.1 15.9 612.3 33.2 658.5 632.0 605.5 588.4 570.7	8.7 2.9 12.3 10.9 8.4 6.7 5.0 614.9 41.2 655.8 633.4 602.5 582.8 562.4	7.6 3.2 12.1 10.4 7.1 4.9 3.6 608.9 41.2 657.2 633.8 597.2 571.6 554.2	36.2 655.0 630.6 610.1 590.0						117.2 36.1 169.7 146.5 109.5 89.5 71.1
				S	in	nı	11	at	ec	1 1	Di	ata	1			

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TEST TYPE: MULTIPLE CHOICE

ACHIEVEMENT TEST SERIES, NINTH EDITION SELECT

GRADE: 06 TEST DATE: 03/02

ADMINISTRATOR'S DATA SUMMARY FOR NEWTOWN

District Code: 880980

Page 2

TOTAL NUMBER TESTED = 82		READING		MA'	гнемат	ics		LANG	JAGE		SCI	INMENT, ENCE, SCIENCE				BATTERY TOTALS
	Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	Pro- cedures	Lan- guage	Pre- writing	Com- posing	Editing						Partial Battery
Number Possible	84	30	54	78	48	30	54	15	15	24						216
Number Tested	76	76	81	82	82	82	82	82	811	82						76
National Individual PR-S of Mean NCE	45-5	48-5	41-5	36-4	45-5	28-4	26-4	29-4	27-4	31-4						39-4
Natl PR Summary 76 - 99 N	12	13	12	12	15	4	10	7	6	11						10
51 - 75 N	17	16	16	15	17	15	9	17	22	6	j					13
26 - 50 N	27	27	28	20 35	28	26 37	18 45	16	9 44	26 39			1 1			28 25
1 - 25 N	20	20	25	35	22	3/	45	42	44	27			1			25
76 - 99 %		17	15	15	18	5	12	9	7	13	1					13
51 - 75 %		21	20	18	21	18	11	21	27	7	I		1 1			17
26 - 50 % 1 - 25 %		36 26	35 31	24 43	34 27	32 45	22 55	20 51	11 54	32 48	Ì		1 1			37 33
1 - 25 70		20		13		7.5			31							
Percent At/Above the						0.7				0.7						32
National 50th PR	38	45	35	33	39	23	23	29	35	27	j		1		l l	32
National Stanine	1															
Summary								_						- 1		10
(Above Avg)7,8,9 N (Average) 4,5,6 N	12 49	13 48	12 49	10 42	15 49	44	10 28	7 33	6 31	6 42	İ		1 1			10 44
(Below Avg) 1,2,3 N	15	15	20	30	18	34	44	42	44	34			1			22
						_			_	_						
(Above Avg)7,8,9 % (Average) 4,5,6 %		17 63	15 60	12 51	18 60	5 54	12 34	9 40	7 38	7 51						13 58
(Below Avg) 1,2,3 %		20	25	37	22	41	54	51	54	41	1		1			29
	1															
Natl NCE Statistics Mean	47.3	49.2	45.3	42.7	47.4	37.8	36.2	38.2	37.4	39.7						44.0
Standard Deviation	18.2	17.0	18.8	18.0	19.1	16.8	20.0	19.9	19.7	18.4						16.4
Percentiles							1			1 1						
P90 - 90th	73.1	75.6	69.4	6. 2	73.1	51.3	14.	3.1	ώ.2 5υ.	63.3 47.7	lata)		- 1		67.9 57.4
Q3 - 75th Median - 50th	58.2 43.4	59.4 45.7	56.6 43.2	54.0 3>.1	0.	4 .2)8.) 32. /		27.6	36.4	rata	L		1		41.1
Q1 - 25th	35.5	35.0	34.2	29.4	34.8	23.7	22.0	22.2	20.0	26.8				- 1		32.0
P10 - 10th	28.0	28.3	19.3	19.8	21.4	14.9	10.5	14.2	12.6	18.5	1					24.3

STANFORD LEVEL/FORM: Intermediate 3/TA

1995 NORMS: Spring National

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SUMMARY REPORT

The *Summary Report* displays various summary data at the state, county, district, and school levels. The unit is identified in the box at the upper-right of the page, while the grade, and test date are displayed across the top of the page. The *Summary Report* will be based on data from all students tested.

For the state, county, district, and for each school, the following data are displayed:

- Number of students taking each subtest and total, and
- Mean Scaled Score, National Percentile Rank and Stanine (corresponding to the Mean National NCE) Mean National NCE, and Median Grade Equivalent) for each subtest and total (derived from the results of students who took all five multiple-choice subtests).



COUNTY: COCONINO

TEST TYPE: MULTIPLE CHOICE

ACHIEVEMENT TEST SERIES, NINTH EDITION

(SIMULATED DATA)

GRADE: 04 TEST DATE: 03/02

DISTRICT SUMMARY REPORT FOR

District Code: 1234567890 NEWTOWN

age

			KEADING	ı	MA	THEMAT	rics	b .	ANGUAC	ie.		ENVIRONMENT, SCIENCE, SOCIAL SCIENCE			Page 1 BATTERY TOTALS
		Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	l³roce- dures	Lan- guage	Mechan		Spelling	, work to strike the			Partial
Number of 8	Students														
Tested	District	99	99	99	98	98	99	98	98	98	99			1	97
	County State	895 39,792	885	887	896	894		896	892	896		1 1			878
	State	37,772	27,239	37,040	39,002	27,676	37,637	39,809	59,526	57,570	39,410				38,407
Mean Scaled	Score														}
	District	630.7	629.1		621.5		632.4	634.4			626.5				NA NA
	County State	605.3 656.7	604.0 655.3	605.0 657.5	596.5 645.8	574.4 636.5		609.5 660.0			601.7 651.5		1		NA
	Nation	626.0	626.1			623.5					630.2		!		NA NA
PR-S of Mea											İ			1	
National NC	District	54-5	53-5	54-5	48-5	38-4	56-5	54-5	52-5	54-5	47-5				52-5
	County	32-4	31-4	32-4	26-4	16-3	34-4	32-4	30-4	32-4	25-4		1		30-4
	State Nation	76-6 50-5	75-6 50-5	76-6 50-5	70-6 50-5	60-6 50-5		76-6 50-5	74-6 50-5	76-6 50-5	69-6				74-6
	TVALIOIT	20-2	50-5	DU-D	80-8	פרעם	20-2	20-2	50-5	פרטפ	50-5				50-5
Mean Natio	nal NCII														
MICALI MARIO	District	52.1	51.6	52.1	48.7	43.6	53.2	52.1	51.1	52.1	48.4				51.1
	County	40.1	39.6	40.1	36.5	29.1	41.3	40.1	39.0	40.1	35.8				39.0
	State Nation	64.9 50.0	64.2 50.0	64.9 50.0	61.0 50.0	55.3 50.0	66.3 50.0	64.9 50.0	63.5 50.0	64.9 50.0	60.4 50.0				63.5 50.0
											3377		İ		20.0
Median Gra	de				!		i i								
Equivalent	151 . 1 .		_			_									
	District County	5.1 3.3	5.1 3.5	5.1 3.8	4.7 3.4	3.9 3.6	5.4 4.0	5.1 4.3	4.9 3.0	5.2 3.9	4.7 3.4]]		4.9 3.8
	State	6.5	5.4	5.7	5.8	5.5	5.7	5.0	5.7	5,4	5.5		- 1	1	5.1
	Nation	5.2	6.0	5.3	5.7	5.8	5.8	6.1	5.6	5.0	5.7				5.5
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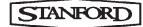
STANFORD LEVEL/FORM: Intermediate 1/S 1995 NORMS: Spring National

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Process No. 18904271-8909-06079-6

ANALYSIS OF VARIABLES REPORT

- The *Analysis of Variables Report* is an 8 ^{1/}₂" by 11" multi-page summary that will be produced by grade for the school, district, county, and state.
- Variables to be reported (e.g. gender, primary language, limited English proficient, racial/ethnic background, number of years in district) were provided by the state.
- The following summary scores will be provided for each variable: Mean Raw Score, Mean Scaled Score, National Individual Percentile Rank and Stanine of the Mean National NCE, Mean National NCE, Standard Deviation of the National NCE, and Median Grade Equivalent.
- The explanations of what the subtests measure and an interpretation of the scores will appear on the back of the report.
- The sample report contains simulated data.



DISTRICT: NEWTOWN

TEST TYPE: MULTIPLE CHOICE

ACHIEVEMENT TEST SERIES, NINTH EDITION

(SIMULATED DATA)

GRADE: TEST DATE: 03/02

Analysis Of Variables FOR

LAKESIDE ELEMENTARY
School Code: 1234567890

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r	а	ø	e	

												Page 1
			READING		МА	THEMAT	ics	L	ANGUAG	ł e		BATTERY TOTALS
		Total Reading	Reading Vocab	Reading Comp	Total Math	Problem Solving	Proce- dures	Lan- guage	Mechan -lcs	Expres- sion	Spelling	Partial
SEX										,		
MALE Mean Raw Score Mean Scaled Score PR-S of Mean National NCE National NCE: Mean Standard Deviation Median Grade Equivalent	N-COUNT =	51 76.3 629.5 50-5 50.0 21.1 5.2	51 27.1 633.6 50-5 50.0 21.1 6.0	51 50.2 627.6 50-5 50.0 21.1 6.0	51 76.1 607.5 50-5 50.0 21.1 5.7	28.5 598.8 50-5 50.0 21.1	51 24.1 611.5 50-5 50.0 21.1 5.0	51 36.7 627.0 50-5 50.0 21.1 5.6	51 20.6 626.5 50-5 50.0 21.1	51 19.9 629.3 50-5 50.0 21.1	51 25.9 629.0 50-5 50.0 21.1	51 269.4 NA 50-5 50.0 21.1
FEMALE Mean Raw Score Mean Scaled Score PR-S of Mean National NCE National NCE: Mean Standard Deviation	N-COUNT =	48 77.6 625.4 76-6 64.9 20.1	48 27.6 630.5 75-6 64.2 19.9	48 52.6 622.6 76-6 64.9 20.1	48 78.1 606.6 70-6 61.0 20.2	48 29.3 594.5 78-7 66.3 20.8	48 25.1 608.6 69-6 60.4 21.9	48 38.4 633.8 76-6 64.9 20.1	6.1 48 21.8 633.0 74-6 63.5 19.2	5.2 48 21.2 635.6 76-6 64.9 19.3	48 26.5 639.4 69-6 60.4 11.0	
Median Grade Equivalent NO RESPONSE Mean Raw Score Mean Scaled Score PR-S of Mean National NCE National NCE: Mean Standard Deviation Median Grade Equivalent	N-COUNT =	6.5 0	5.4 0	5.7 0	5.8 0	5.7 0	5.3 0	5.0	5.7	5.4 0	5.5 0	5.1 0
PRIMARY LANGUAGE												
ENGLISH Mean Raw Score Mean Scaled Score PR-S of Mean National NCE National NCE:	N-COUNT =	72 74.9 633.6 54-5	72 26.2 636.8 53-5	72 49.7 632.5 54-5	72 73.3 608.4 48-5	27.6	72 23.3 614.3 47-5	72 33.9 620.5 54-5	72 19.9 620.4 52-5	72 19.8 623.3 54-5	72 24.2 619.2 47-5	72 261.4 NA 52-5
Mcan Standard Deviation Median Grade Equivalent	Simu		te ^{21,2}	52.1 18. 5.	48.7),?	53.2 1 5 .4	48.4 19.2 4.7	52.1 20.0 5.1	51.1 15.9 4.9	42.1 15.8 5.2	48.4 13.8 4.7	51.1 16.2 4.9

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Process No. 18904271-8909-06079-6

LEARNER COMPETENCY REPORTS

- The Learner Competency Report is an 8 ^{1/2}" by 11" multi-page roster produced by grade containing a custom match between the Stanford Achievement Test Series, Ninth Edition, and the Arizona Objectives in Reading, Mathematics, and Language.
- The Class List with School Summary provides an alphabetical listing of teachers within a grade for a school. It also includes the mean number and percent of items answered correctly by objective for each class and the school.
- The School List with District Summary provides an alphabetical listing of schools by grade within a district.
 It also includes the mean number and percent of items answered correctly by objective for each school and the district.

- The District List with County Summary provides an alphabetical listing of districts by grade within a county. It also includes the mean number and percent of items answered correctly by objective for each district and the county.
- The County List with State Summary provides an alphabetical listing of counties by grade within the state. It also includes the mean number and percent of items answered correctly by objective for each county and the state.
- Explanations of what the subtests measure and an interpretation of the scores will appear on the back of the report.



ACHIEVEMENT TEST SERIES, NINTH EDITION

Shracid		
ARIZONA PUPIL ACHIEVEMENT TESTING PROGRAM	880980001 DISTRICT: 880980 TEST TYPE: MULTIPLE CHOICE	GRADE: 06 TEST DATE: 03/02
CLASSROOM LIST WITH SUMMARY FOR NEWTOWN ELEM TOTAL NUMBER TESTED = 82	C V L O D P P P P P P P P P P P P P P P P P P	PAGE 1
LANGUAGE ARTS LEARNER COMPETENCIES NUMBER OF ITEMS —	NATL SCHOOL	
STANDARD 1: READING Students learn and effectively apply a variety of reading strategies for comprehending, interpreting a evaluating a wide range of texts		
READINESS		
Students know and are able to do the following:		
Identify characters in a story and retell stories in sequence		
Predict elements & events in a story 3	* CORR 1.4 1.3 1.0 1.7 2 CORR 55.0 45.3 42.9 51.8 57.0	
Identify facts in nonfiction material 9	# CORR 4.9 4.9 3.4 6.0 % CORR 58.0 54.5 54.8 37.4 66.3	
Use phonics to decode simple words		
Comprehend the meaning of simple written 36 selections, using prior knowledge, letter-sound relationships and picture clues	* CORR 19.5 19.4 14.7 23.0 40.8 64.0	

STANFORD LEVEL/FORM: Intermediate 3/TA 1995 NORMS: Spring National

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ACHIEVEMENT TEST SERIES, NINTH EDITION

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E L E M

ARIZONA PUPIL ACHIEVEMENT TESTING PROGRAM

TEST TYPE: MULTIPLE CHOICE

GRADE: 06 TEST DATE: 03/02

PAGE 1

SCHOOL LIST WITH SUMMARY FOR NEWTOWN USD

TOTAL NUMBER TESTED = 82

	DIS-	/ / /					
LANGUAGE ARTS LEARNER COMPETENCIES NUMBER OF ITEMS —	NATL TRICE		\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	\ \tag{\}	Verification (
STANDARD 1: READING Students learn and effectively apply a variety of reading strategies for comprehending, interpreting & evaluating a wide range of texts							
READINESS							
Students know and are able to do the following:							
Identify characters in a story and retell stories in sequence							
Predict elements & events in a story 3	# CORR 1.4 % CORR 55.0 45.3	1.4 45.3					
Identify facts in nonfiction material 9	# CORR 4.9 % CORR 58.0 54.5	4.9 54.5					
Use phonics to decode simple words							
Comprehend the meaning of simple written 36 selections, using prior knowledge, letter-sound relationships and picture clues	# CORR 19.5 % CORP 57.0 54.1	19.5 54.1					

STANFORD LEVEL/FORM: Intermediate 3/TA 1995 NORMS: Spring National

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APPENDIX A

Normal Curve Equivalents Corresponding to Percentile Ranks

Percentile		Percentile		Percentile		Percentile	
Rank	NCE	Rank	NCE	Rank	NCE	Rank	NCE
1	1.0	26	36.5	51	50.5	76	64.9
2	6.7	27	37.1	52	51.1	77	65.6
3	10.4	28	37.7	53	51.6	78	66.3
4	13.1	29	38.3	54	52.1	79	67.0
5	15.4	30	39.0	55	52.6	80	67.7
6	17.3	31	39.6	56	53.2	81	68.5
7	18.9	32	40.1	57	53.7	82	69.3
8	20.4	33	40.7	58	54.2	83	70.1
9	21.8	34	41.3	59	54.8	84	70.9
10	23.0	35	41.9	60	55.3	85	71.8
11	24.2	36	42.5	61	55.9	86	72.8
12	25.3	37	43.0	62	56.4	87	73.7
13	26.3	38	43.6	63	57.0	88	74.7
14	27.2	39	44.1	64	57.5	89	75.8
15	28.2	40	44.7	65	58.1	90	77.0
16	29.1	41	45.2	66	58.7	91	78.2
17	29.9	42	45.8	67	59.3	92	79.6
18	30.7	43	46.3	68	59.9	93	81.1
19	31.5	44	46.8	69	60.4	94	82.7
20	32.3	45	47.4	70	61.0	95	84.6
21	33.0	46	47.9	71	61.7	96	86.9
22	33.7	47	48.4	72	62.3	97	89.6
23	34.4	48	48.9	73	62.9	98	93.3
24	35.1	49	49.5	74	63.5	99	99.0
25	35.8	50	50.0	75	64.2		

English, Spanish, and Navajo Translations

Your child took the reading, grammar, and mathematics tests required by Arizona state law. The results on this Pupil Home Report allow you to compare your child's scores with the scores of students across the nation who took the same test.

Each test is reported by using three different scores—Stanine, Grade Equivalent, and Percentile Rank. To help you understand what the scores mean, each score reported is described below.

Stanine: Uses the numbers 1 through 9.

Stanines 7, 8, and 9 are well above average: Stanine 6 is slightly above average; Stanine 6 is average; Stanine 4 is slightly below average; and Stanines 1, 2, and 3 are well below average.

A Stanine of 5, for example, would tell you that your child's score is average when compared with students in the same grade across the nation.

Grade Equivalent: Describes a grade level in years and months. For example, 7.3 is the third month of the seventh grade. A Grade Equivalent tells you the average

grade level of other students across the nation who scored the same as your child. It does not led you what grade your child should be in. For example, a fifth grader taking a fifth-grade test might have a Grade Equivalent of 7.0. This means that this fifth grader scored as well as an average seventh grader would score on the fifth-grade test. This score is above aveage for fifth grade but does not say that the student can do seventh-grade work

Percentile Rank: Reports in percents of 1% through 99%.

Above 50 — Your child scored better than most students taking the same test.

50 — Your child scored as well as or better than half of the students taking the same

Below 50 -- Your child did not score as well as half of the students taking the same test.

For example, a Percentile Rank of 58 would mean that your child's score ranked the same as or better than 58 out of every 100 students in the same grade across the nation who took the same

If you have questions about the test results, please contact your child's teacher or the school

El estado de Arizona requiere que los exámenes de lectura, gramáticas y matemáticas se les den a todos los estudiantes. En este reporte para los padres, Ud. puede comparar las calificaciones que sacó su hijo(a) con las calificaciones de los estudiantes que tomaron el mismo examen en toda la nación.

Cada examen se reporta usando tres normas diferentes—Stanine, Grade Equivalent, y Percentile Rank. Una explicación, de lo que indica cada una de estas normas se le da aquí.

Stanines 7, 8, y 9 indican aprovechamiento más alto de la norma (el promedio). Stanine 6 indica un poco más alto de la norma. Stanine 5 está en la norma. Stanine 5 está en la norma. Stanine 4 está un poco bajo de la norma. Stanines 1, 2, y 3 están bastante bajo de la norma.

Stanine 5, por ejemplo, le indica que su hijo sacó la calificación que lo pone en la norma (en el promedio) al comparario con todos los estudiantes en la nación que tomaron el examen.

Grade Equivalent: Este describe al nivel del grado (año escolar) en términos de años y meses. Por ejemplo, 7.3 quiere decir el tercer mes del séptimo grado.

Esto le indica el nivel de grado de otros estudiantes en la nación que sacaron las mismas calificaciones como su hijo(a) <u>Esto no indica en que grado debe estar su hijo(a).</u> Un estudiante del quinto grado que toma el examen de este grado pudiera sacar un Grade Equivalent de 7.0. Esto quiere decir que este estudiante sacó calificaciones como si un estudiante del séptimo grado que estuviera en la norma o en el promedio tomara el examen de quinto grado. Esta calificación cea erniba de la norma para el quinto grado pero no quiere decir que este estudiante puede hacer el trabajo del séptimo grado, o debe estar en ese grado.

Percentile Rank: Este se reporta en porcentajes del 1% al 99%

Más de 50 - Su hijo(a) sacó mejores calificaciones que la mayoría de los estudiantes

que tomaron el examen. 50 — Su hijo(a) sacó calificaciones igual o mejor que la mitad de los estudiantes que tomaron el mismo exemen

Menos de 50 — Su hijo(a) no sacó calificaciones al nivel de la mitad de los estudiantes que tomaron el examen.

Por ejemplo, Percentile Rank de 58 quiere decir que su hijo(a) sacó calificaciones igual o mejor que 58 de cada cien estudiantes del mismo grado en la nación que tomaron el examen.

Si tiene preguntas tocante a los resultados de los exámenes, por favor comuniquese con el maestro(a) de su hijo(a), o con el director de la escuela.

Hoozdo hahoodzojí bibeehaz'áanii ánligo eí niha'átchíní ótta'di naatisoos wóita' (reading) dóó saad naalkaahgo hazhó'ó bee yá'áti' dooleet binliyé (grammar) dóó bee wóita' attaat'éí (mathematics) bits'ágádóó óhoo'aah ádaat'éi yldahoo'taah éí binahji' naaltsoos bee na'ihonitaahi (test) ádayiliaa. Adahwiis'áágóó álchini da'ótta'gii di naatisoos bee na'ihonitaahi (test) ádayiliaa óó bikédéjé adhindhigao ádóó t'a atiso ahgahnitniligo naatisoos Pupil home Report wolyéhigii binahji' niha'átchini dii t'ád bits'ájádóó yíhoo'tájájí nihii bééházin dooleet binliyé

Nacitiscos wéita' (reading) dóó saod nacilkah (grammar) dóó bee wéita' altaciréi (mathematics) bee nathonitachi éi t'ád'ai'aa 'át'éego bee nát'áá' ninálkaah - Stanine, Grade Egulvalent, dóó Percentile Rank daalyé. Dii hazho'ó baa ákohwiinkizin dooleel binivé di saad nihich'i nii nii.

Stanine wolvéhígií t'áálá'í dóó niléi náhást'élii' dabikáá'.

Tsostsild dóó tseeblí dóó náhást él ádavilladjali él trádrávki várát éehao áda llag lá. udu saotti. Hastiçá él tyárártééh dóó róóblyó bilááh ánittingo ádattina tá. Ashdia' él fró yáráréehga ádattina tá. Dig él fróó tsídigo tsítilago ádattina tá. Tádiá'i dóó naalt dóó tád' él fád'áytsí akéédéé' nanideeh.

Jó dli kwe'é niha'álchíní ashdia' bá nilt'ággo éi yá'át'éehgo áda'lliaa lá niléi adahwils'áágóó álchíní ádayillaaigii t'áá yil ahaah nanideeh.

Grade Equivalent wolyéhígií éi díkwií shíj ythah dóó ytzlilgií yaa haine'. Binahlj' hazhó'ó bee baa ákódanchsin dooleeligií éi naaltsoos 7.3 bikóa'go tsosts'id ythah dóó táá' nídeezid góneré dlí niha'álchíní kót'éego lá níkgo yaa' haine'.

Díi Grade Equivalent yee nihit halne 'iglí él niha'átchiní naaltsòos bee na'ihonttaah' wokyéhiglí ádayllaaigii bikáá' dóò adahwiliráágóó átchiní ádayllaaigii aidó' bikáá'. Áko t'áá náhwilz'áán nít'éé nit'igo tsídá ainit'gi yá'át'ééhigo ályaaigii yaa haine'. <u>Nidi doo yaa</u> halne' dalají él niha álchíní kwe'é váta dobleci nil'éé' doo nil da, Binahit hazhó'ó baa isatus-saturitestranotistaria tyrate yotat document mingi gogo pa sag, innain naarpo do do dikódanohan docineligi á któré. Árbiní ashda gohe éthaga auhala góne é dhaga anhala góne é dybitagi naaltaos bee nathonhanh wokéhigii baa yittaoz dóó halailaagó dóó 7.0 áyillaa. Jó áko dii niha áthaini áthainigii yá átéenga átiliaa docinel trán filéi áthaini éthaini sentra géne é átragii filiaalaji átéega dii ashdat góne é átragii yá átrééh átiliaa 7.0 áyillaago, áto nidi tsatstid dayótatgii bhalailaago. Di ashala góne é átragii yá átrééh átiliaa 7.0 áyillaago, áto nidi tsatstid dayótatgii ét átráne ét al aldó atah étta docinel doo nii da. Tóó trád áyili yá átrééhgo naaltsoos halaillaa lá ni.

Percentile Rank wolyéhigii 1% dóó niléi 99% yaz haine:

Niha'átchíní ashalladiin dóó bi'aan t'áátá'í dóó deigo hodees'á áylliaago éi átchíní dii naattsoos na'thontaahí wolyéhigii hadeldiilaaigii t'áá yliáahgo

Niha'álchíní t'óó ashdladiin áyillaago él dlí álchínírha' dlí naaltsoos hadeldillaaígií dikwii shii neeznádiin daatri yitl'éego áko ainif dóó ashdladiin yitl'éego niha'álchíní bí aldó' atah alááh áyillaa lá.

Niharáichiní dizdlin dóó břaan náhástél áylliaago él tróó tsidígo tsildgo átliaa lá, dlí átchiní atnit břehdóó ádatiliaalgi átréego.

Binahli hazhó ó bee bénááhózin dooleetíali él átchíní neeznádlin vittéego naaltsoos bee na in nitaahl wolyéhigi hadeldika ákoga niha'dichiní ashdaldih áóó b'taan tseebií áyilkaago yá'át éehga á'ilka a dooleel, ali álchiní adahwiiráágóó neeznádiin yilt'é yée ashdladiin dóó b'taan tseebií él aldó' yá'át'éehgo áda'ilka lá.

Dli naaitsoos yaa yáttifigli fahdoo hazhó'ó bik'idohtjihgóó dóó na'ididéeshkit nohsingo éi niha'álichíní yá'ólta'í éi doodago ótta' ytilógji dah stdóhigii hazhó'ó nabídidóotkit.

